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ABSTRACT

The teacher program described here provides a framework in which teachers may identify and understand their own theories and styles of teaching and may become familiar and competent with a variety of teaching strategies. The seven models studied are: concept formation, concept attainment, role playing, inquiry training, synectics, simulation, and the jurisprudential model. This descriptive report provides information on the purposes and content of the program and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED167557

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: MODELS OF TEACHING

Publication Date(s): 1975

Intended Users: Inservice and preservice teachers who are interested in learning a systematic approach to analyzing and improving their teaching behaviors, within the context of several programmed teaching strategies

Grade Level(s): Elementary, middle, secondary school

Number: Group

Primary Focus: The program provides a framework in which teachers may identify and understand their own theories and styles of teaching and may become familiar and competent with a variety of teaching strategies, or "models" of teaching.

School subject(s) and/or inservice topic(s) covered:

The inservice topic addressed in this program is the development/improvement of participants' individual teaching strategies (i.e., models). The seven models studied are: concept formation, concept attainment, role playing, inquiry training, synectics, simulation, and the jurisprudential model.

What participant does in using the materials:

The program design requires that participants attend 15 consecutive weekly meetings of three hours each. Introductory sessions will consist of participant familiarization with the course material, while the bulk of the program will involve participants in studying the theory of several teaching strategies, viewing videotaped demonstrations of these, peer teaching and critiquing models. Learning activities include readings from the program text and workbooks and preparation of pre- and post-course videotapes.

Resources: The program's principle component is a programmed text, the Instructional Systems Notebook. This provides a detailed course syllabus and outlines goals, assignments, activities and material needs for each of 15 sessions. Notebook supplements include the text, Models of Teaching; the workbook, Three Teaching Strategies; a set of six videotapes which demonstrate six models of teaching; a simulation game; and a 90-minute cassette tape which provides theory on each of the seven models of teaching. Trained facilitators are needed to implement the program, and logistical/organizational concerns must be met.

Describer critique: The program offers a systematic means by which teachers may identify their own teaching styles, put their educational values in perspective and work to improve their professional skills. Its multimedia approach provides a diverse, thorough method for achieving these goals. The program's careful structure--theory, demonstration, feedback--should ensure that program users achieve highly desirable results in terms of professional development.

TS99 concept development - role play/simulations questioning TD

SP013966

1.0 PURPOSES:

Rationale

The rationale behind the development of Models of Teaching, on the broad scale, is "to improve the art and science of teaching." Specifically, it has been developed to put a large body of theory on teaching strategy, which is accredited mainly to the research of Drs. Bruce Joyce and Marsha Weil, into a programmed format consisting of practical, step-by-step learning phases. This is both desirable and necessary because, as the developer, Dr. John Leeke, explains, "We know of no way to acquire new behaviors or strategies in teaching unless we have the opportunity to practice them with peers and test them in the classroom."

Goals and Objectives

The general "Goals and Objectives of the Program" are listed by the developer as follows -- to:

"1. familiarize (teachers) with a variety of teaching strategies (also known as Models of Teaching) aimed at a broad range of educational goals;

2. assist (teachers) in gaining clinical competence in at least one teaching strategy (model);

3. help (teachers) identify (their) own educational values, theories of teaching, and personal teaching styles;

4. provide a systematic approach for analyzing teaching behavior, and

5. give (teachers) the opportunity to generate (their) own models of teaching."

In addition to the general goals, goals are listed in the course syllabus for each of the 15 program sessions. For example, the goals of Session #1 are:

"1. To orient the participants to the course goals, objectives, procedures and Training Model;

2. To provide an overview of the Models of Teaching paradigm;

3. To demonstrate the Simulation Model; and

4. To discuss the Simulation Model in terms of the Models of Teaching paradigm (syntax, principles of reaction, social system, and support system)."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The Models of Teaching program components are:

1. Programmed text: Instructional Systems Notebook, prepared by Dr. John Leeke. One copy provided, with permission to reprint.

   - Table of Contents:
     1. Course Description - CD
     2. Course Syllabus - CS
     3. Baseline Preliminary - BP
     4. Interaction Analysis System - IAS
     5. Materials for Session III - MAS III
     6. Instructional System - Simulation
     7. Instructional System - Role Playing
     8. Instructional System - Concept Attainment
     9. Instructional System - Concept Formation
     10. Instructional System - Inquiry Training
     11. Instructional System - Synectics
     12. Instructional System - Jurisprudential

2. Text: Bruce Joyce and Marsha Weil. Models of Teaching (Englewood Cliffs, New Jersey: Prentice Hall, 1972) 402 pp. (20 copies of the text are provided in the program package.)

3. Workbook: Bruce Joyce, Marsha Weil and Rhoada Wald. Three Teaching Strategies (SRA, 1972) 188 pp. (20 copies are provided in the program package.)

4. Audiotape: Recordings of theory on each model - for in-class use.

5. Videotapes: Set of six videotapes - provide demonstrations of six of the seven models - for in-class use.

6. Simulation Game: "Bafa' Bafa'". This is the demonstration for the simulation model.

Sequence

The course syllabus provides a detailed, session-by-session sequence for program structure.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Before the course begins, every trainee arranges to have him/herself audiotaped in their classrooms for + 30 minutes. This tape is for the participant's exclusive use; it provides a baseline record of his/her teaching behavior for self-analysis. During the course, the participant begins with a general overview of the Models of Teaching program. The program will then deal with selected models of teaching, which seek to respond to different educational goals and values. The participant studies these models by first examining the theory on which they are grounded. This is followed by viewing a demonstration of the model or strategy (either live or taped). The participant prepares a lesson using the model which she/he can teach to peers in the program. Finally, the trainee will prepare a lesson for his/her students and teach that lesson in the classroom. (Trainees choose one model in which to become clinically competent and videotape this last step). Participants attend 3-hour weely meetings for 15 weeks.

3.2 Help given in use of product:

The Instructional Systems Notebook provides all directions for organizing and administering the program. (No additional materials are provided for course facilitators.) The course must be administered by trained facilitators. These persons may be teachers who are selected from the district to participate in a training session given by the developers. Arrangements for such training must be made through Dr. John Leeke (see 5.2).

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Evaluation is on-going, and occurs through participants' critiquing of one another on their peer-teaching performances. Checklists are provided for each teaching model. Self-assessment is also emphasized. There are no formal assessment instruments contained in the program.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

In order to implement the program, trained facilitators are needed. They will make all administrative and organizational arrangements for the course, which is designed to take place in fifteen consecutive weekly sessions of three hours each. Optimum group size is twenty persons (20 copies of the text and workbook are provided in the program package).

Equipment needs will include space for group meetings, a videotape player (for one-half inch reel-to-reel videotape) and monitor.

5.2 Distributor name/address:

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Attention: Dr. John Leeke
(202) 833-4187

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
MODELS OF TEACHING (Inservice Program Package)* Total: includes:	$600.00		1 package	yes
Set of printed materials with permission to be reproduced by school district				
1 90-minute audiocassette tape - theory input on each model				
1 set of six video (reel-to-reel) tapes - demonstrations of the models				
20 textbooks Models of Teaching by Bruce Joyce and Marsha Weil				
20 workbooks - SRA, Three Teaching Strategies				
1 simulation game				

*All six components are ordered together. Components cannot be ordered separately.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. John Leeke of the National Education Association, department of Instruction and Professional Development (IPD), is the developer of the Models of Teaching program. Dr. Leeke explains that the original concept and theory behind the program was developed by Dr. Bruce Joyce and Dr. Marsha Weil at Columbia University Teachers College. Leeke synthesized the materials, and designed the programmed workshop, intending to allow teachers practical, demonstrative learning experience in the designated models of teaching. The Instructional Systems Notebook was written by Leeke as the basic program learning tool.

6.2 How developed and when:

This program is a direct result of an effort by the NEA's IPD division to create inservice programs that respond to teachers' expressed needs. Teachers were surveyed and, as the program developer John Leeke explains, "One of the things that constantly came to the forefront was that teachers were asking for help on what they do in the classroom in terms of strategies . . . ." The Models of Teaching program was developed in answer to this need and was pilot tested in Des Moines, Iowa, then revised and put into final form. Models of Teaching was released for distribution in 1975.

6.3 Evidence of effectiveness with users:

While the program underwent revision before its final publication, no formal field testing has been conducted on the finished product. However, there is informal evidence that the program has been highly popular with users: one example of its success is given in a report in the Pennsylvania School Journal, March 1978 issue, which recounts one school district's implementation of the program.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Judging from the program's systematic approach--i.e., defining goal assignment, activity--and its method of turning theory into demonstrative, hands-on experience, it is highly likely that program users will be able to achieve the program's stated goals.

While the program is adaptable for users of different grade levels and all subject areas, it is highly structured and must be used in a learning setting very similar to that described by the developer.

The technical quality of the printed material and its readability are excellent. However, videotapes are imperfect.

Content accuracy/social fairness/community acceptance issues:

The program content is apparently factually accurate, and is free of ethnic, racial, and sexual biases.

Overall summary/comment:

The Models of Teaching program has much to recommend it to teachers wishing to improve their teaching styles and techniques. It has been specifically designed to answer a need expressed by teachers for strategies that will make them more effective in the classroom. It is a self-help styled program, is implemented by the teachers themselves, and gives participants actual experience in using the strategies it theoretically displays.

The program does require a strong commitment from users. It is structured, demands a great deal of participant time and input, requires self-analysis, study, effort and change. The describer (and previous program users) believe, however, that the energy it may take to initiate the program will be energy well-spent, as the program promises much in the way of professional development for teachers.

TR-4/78